

**1987**

**AMENDMENTS**

**to the**

**Program of Studies for Junior High Schools**

- i) Replace Language Arts sections C. and D.
- ii) Replace Health sections A. B. and C. Insert Health D.1.

**New Nomenclature for Classifying Learning Resources**

The category for learning resources formerly known as "prescribed" is now called "basic". To save printing expenses, changes will be made over time rather than all at once. This will result in both terms appearing concurrently.

CURRICULUM

LB  
1629.5  
A3  
A35  
1984  
gr.7-9  
amend.  
1987

CURRGDHT

ALTA  
073.10  
1087  
gr.7-9  
c.2

CURR



EX LIBRIS  
UNIVERSITATIS  
ALBERTÆNSIS

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## C. CONTENT

The following pages outline the content of the junior high language arts curriculum. Teachers will make adjustments to these statements to meet the needs of students.

Each page of the Statement of Content is arranged in columns.

**Column 1:** Lists the concepts as organizational headings for the teacher. However, it is anticipated that students may acquire an understanding of these concepts as they develop proficiency in language use throughout their junior high experience.

**Column 2:** Lists the skills to be developed in Grade 7.

**Column 3:** Lists the skills to be developed in Grade 8. It is expected that the level of skill development will expand or extend ability that has been developed in the previous grade.

**Column 4:** Lists the skills to be developed in Grade 9. It is expected that the level of skill development will expand or extend ability that has been developed in the previous grades.

In cases where the skills have been extended across three columns, it is expected that teachers will help students to increase in language proficiency from grade to grade even though varying levels of proficiency have not been specified.

### Integration

The main focus of integration of the language arts is to combine speaking, listening, viewing, writing and reading for a communicative purpose, not as ends to be practised for their own sake.

In identifying content for the junior high language arts, statements have been made in the areas of speaking, listening, viewing, writing and reading/literature. Each of these strands has its own characteristics, but all share a common base in language and are interrelated. Although the skills and concepts are grouped in these strands simply for the convenience of describing the content, it is expected that the teacher will teach them in an integrated fashion so that the interrelationships

between and among these skills will be understood and applied by the students.

### Sequence

It is not intended that teachers start at the beginning of the Statement of Content and teach all skills in the order in which they are presented. Rather, the skills may be grouped in various ways to support the approach adopted by the teacher.

### Required and Elective Components

One way to accommodate individual differences is to adjust the content of the curriculum. The Statement of Content outlines the **required** and **elective** components of the junior high school language arts curriculum. It is required, for example, that all students express their personal response to a literary work through a variety of modes. In addition, each language arts course must include an *\*elective* component which will further allow teachers to adapt the curriculum to accommodate student needs for enrichment and additional assistance. The teacher has the flexibility to decide which modes will be used with which students (discussion, writing in various formats, drawing or painting, dramatizing, oral interpretation). It is expected that teachers will choose the most appropriate methods of accommodating the diverse needs and capabilities of particular students or groups of students, basing their choices on such factors as students' interests, abilities, attitudes and preferred learning styles.

*\*In the Statement of Content the elective components appear in italics.*

### Grade 7 Transition Year

The elective component of the curriculum is especially important in the Grade 7 transition year. During Grade 7, the curriculum will be adapted to provide continuity with the elementary years and to allow students the opportunity to consolidate their language skills.

# JUNIOR HIGH LANGUAGE ARTS STATEMENT OF CONTENT

(Note: Skills that extend across grade levels reflect the continuous process of language development.)

CONCEPTS	SKILLS (7)	SKILLS (8)	SKILLS (9)
<b>SPEAKING</b>	The students should be able to:	The students should be able to:	The students should be able to:
1. EXPLORATORY TALK HAS AN IMPORTANT FUNCTION IN THE PROCESS OF LEARNING.	<ul style="list-style-type: none"> <li>- clarify their own thinking by expressing their thoughts orally; to share their ideas and to accommodate those of others</li> <li>- extend, through talk, their understanding of ideas (work from familiar ideas to acquire new ones) . . . . .</li> <li>- use talk to prepare for reading and in personal and critical response to literature . . . . .</li> <li>- speculate on personal and vicarious experiences through talk . . . . .</li> <li>- generate and explore ideas, organize information for writing and revise and edit their material through exploratory talk</li> <li>- discuss increasingly abstract and complex issues . . . . .</li> </ul>	<ul style="list-style-type: none"> <li>- ask questions, set up and test hypotheses, test alternative explanations</li> </ul>	
2. EFFECTIVE COMMUNICATION IN SMALL GROUP DISCUSSION IS AN ESSENTIAL PART OF LEARNING AND LANGUAGE DEVELOPMENT.	<ul style="list-style-type: none"> <li>- recognize obvious factors which impair group discussions such as straying off topic, interruptions, one person dominating the discussion</li> <li>- recognize the various functions of group members, such as leader and recorder, and become increasingly proficient at each function</li> <li>- observe the courtesies of group discussion such as speaking in turn and using appropriate tone . . . . .</li> <li>- contribute positively to small group discussion by advancing the ideas and thinking of the group . . . . .</li> <li>- demonstrate increasing competence with group processes, such as staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision</li> </ul>	<ul style="list-style-type: none"> <li>- develop increasing proficiency in dealing with factors which impair group discussion as the discussion proceeds</li> <li>- recognize and deal with subtle factors which impair group discussion, such as knowing when someone feels left out or is not engaged in the task, as the discussion proceeds</li> </ul>	



CONCEPTS	SKILLS (7)	SKILLS (8)	SKILLS (9)
	The students should be able to:	The students should be able to:	The students should be able to:
2. (continued)	<ul style="list-style-type: none"> <li>- demonstrate increasing proficiency in shaping and organizing ideas in order to share <i>such things as group conclusions, news, ideas or dialogue</i> with a larger audience</li> <li>- assess their own contributions to the group process</li> <li>- evaluate contributions to the group process, <i>such as member effectiveness, quality of contribution and ability to reach consensus</i>; and make suggestions for increasing the effectiveness of the group's communications <i>such as learning how to disagree, how to introduce a new idea, how to extend someone else's idea</i></li> </ul>		
3. CONVERSATION CALLS FOR APPROPRIATE LANGUAGE, TONE AND NON-VERBAL BEHAVIOUR TO SUIT THE AUDIENCE, OCCASION OR PURPOSE.	<ul style="list-style-type: none"> <li>- demonstrate increasing facility and flexibility in conversing in a variety of social contexts, to express their thoughts and feelings, explore ideas and seek information</li> <li>- converse with peers and adults on familiar and/or instructional subjects in a variety of settings including informal, small group, whole class discussions</li> <li>- develop increased facility in communicating with peers and adults in more formal situations <i>such as school tours, interviews, panel discussions</i></li> </ul>		
4. THE ABILITY TO SPEAK EASILY AND EFFECTIVELY WHEN PRESENTING IS AN ESSENTIAL COMMUNICATION SKILL.	<ul style="list-style-type: none"> <li>- recognize and understand that their language changes continually as they have new ideas and purposes for communication, <i>such as new words in the language resulting from computer technology and slang expressions</i></li> <li>- increase their confidence in speaking on familiar topics, extemporaneously, in prepared oral readings of appropriate poetry and prose selections, and in giving prepared talks from notes or memory</li> <li>- demonstrate increased confidence when sharing an oral interpretation of a literature selection with a partner for enjoyment</li> <li>- demonstrate increased confidence when presenting an oral interpretation of a literature selection to a classroom group for enjoyment</li> <li>- express thoughts clearly when presenting orally to an increasing variety of audiences <i>such as their own class, another class, parent groups or teaching staff</i> for a variety of purposes <i>such as to entertain, to explain or to persuade</i>, and in a variety of forms <i>such as impromptu speech, oral interpretation of a poem, choral reading, readers' theatre or debate</i></li> <li>- use appropriate vocabulary, voice production factors <i>such as volume, tempo and pitch</i>, and non-verbal factors <i>such as gestures and eye contact</i> to communicate meaning and mood effectively</li> </ul>		

CONCEPTS	SKILLS (7)	SKILLS (8)	SKILLS (9)
	The students should be able to:	The students should be able to:	The students should be able to:
4. (continued)	<ul style="list-style-type: none"> <li>- develop competence in speaking to classroom groups to convey thoughts, feelings and information</li> </ul>	<ul style="list-style-type: none"> <li>- develop competence in speaking to classroom groups to convey and explain their thoughts, feelings and ideas</li> </ul>	<ul style="list-style-type: none"> <li>- develop increasing competence in speaking to classroom groups to explain their thoughts, feelings and ideas, to convey information and to persuade</li> </ul>
<b>LISTENING</b>			
5. LISTENING IS AN ACTIVE PROCESS THAT INVOLVES CONSTRUCTING MEANING.	<ul style="list-style-type: none"> <li>- understand that the construction of meaning is a personal process affected by prior experience and knowledge, present feelings and attitudes, and expectations related to the speaker and the anticipated message</li> <li>- understand that listeners attend to and give meaning to aural stimuli including words, vocal cues such as inflections, and non-linguistic sounds</li> <li>- understand that visual stimuli are frequently present in listening situations, such as when viewing a film or watching a speaker, and provide important cues to meaning</li> <li>- understand that attentive listening requires selecting from among competing stimuli and focusing on the selected stimulus</li> <li>- use and develop strategies for attending to and getting meaning from the message in listening situations</li> <li>- predict meaning based on factors such as knowledge of the speaker, the subject, and discernable organizational patterns used by the speaker</li> <li>- respond appropriately to the speaker and the message</li> <li>- recall, clarify, organize and consolidate meaning for themselves and, where appropriate, share response with others in speech, writing, or other media</li> </ul>		
6. EFFECTIVE LISTENING INVOLVES CONSIDERATION OF THE CONTEXT OF THE LISTENING SITUATION.	<ul style="list-style-type: none"> <li>- understand that differences exist in speech styles depending on whether the language used is spontaneous (conversations, small group discussion situations, etc.) or written language read aloud (stories, poems, readers' theatre, etc.)</li> <li>- recognize that appropriate variation in language use depends on situation, purpose and audience</li> </ul>		

## CONCEPTS

### SKILLS (7)

### SKILLS (8)

### SKILLS (9)

The students should be able to:

The students should be able to:

6. (continued)

- understand that verbal (word choice, tone of voice, loudness, etc.) and non-verbal cues (eye contact, facial expression, gestures, etc.) provide information regarding the relationships between speakers in both informal and formal language situations
- understand that verbal and non-verbal factors, such as *language choice, pronunciation, vocal inflection, voice quality, gestures, eye contact, environmental sounds, coherence in the message, dress and personal appearance, and feedback*, may act as either barriers or facilitators to listening comprehension
- understand that listeners play different roles depending on the nature of the situation, functioning both informally (in casual conversations and many individual appreciative listening situations) and more formally (in small task-oriented groups and public audiences)
- attend to the influence of the electronic media in everyday life and be sensitive to the effects the media can have on the listener

- interpret verbal and non-verbal cues to understand the relationship between or among speakers, or between speaker and audience

- *interpret verbal and non-verbal cues to judge critically the nuances of a language situation*

7. APPROPRIATE LISTENING STRATEGIES ARE ESSENTIAL TO EFFECTIVE LISTENING.

- establish a purpose for the listening situation

- understand that listeners have responsibilities such as *setting aside biases, concentrating on the messages, overcoming emotional barriers, screening out irrelevant information, and attempting to understand another's point of view*

- develop strategies for increasing attention span

- develop awareness of accents and dialects in order to become more sensitive and understanding in reacting to the speech of others

# CONCEPTS

## SKILLS (7)

## SKILLS (8)

## SKILLS (9)

The students should be able to:

The students should be able to:

The students should be able to:

7. (continued)

- increase listening vocabulary through exposure to a wide variety of listening experiences, in more challenging and complex situations
- use cues *such as title, repetition, summary statement, and changes in rate, volume, body movement* to identify ideas which the speaker is stressing
- understand key concepts of the message
  - recognize general organizational patterns and transitional devices which indicate main idea, and those which indicate detail
- become more adept at determining meaning from context clues in the verbal message
- identify main idea of the message as a whole
- remember information presented through the use of appropriate devices *such as mnemonics, webbing, structured overviews, mental reviewing, notetaking and paraphrasing*
- recognize the relationship between the verbal message of a speaker, and the vocal cues (pitch, volume, rate, tone, etc.) and non-verbal behaviours (distance, body position, facial expressions, gestures, etc.) provided by the speaker to determine if these cues and behaviours reinforce or contradict the verbal message
  - *make justifiable inferences*
- distinguish between fact and opinion
- recognize that words can have different meanings in different contexts
  - recognize how words can be used to mislead and hide meaning
  - analyze arguments in terms of validity of stated position, reliability of evidence, and conclusions reached
- understand that emotional appeals *such as need for friends, adventure, independence, personal enjoyment*, are used as persuasive devices, and recognize their effects on the listener and the credibility of the message



CONCEPTS	SKILLS (7)	SKILLS (8)	SKILLS (9)
	The students should be able to:	The students should be able to:	The students should be able to:
8. INCREASED COMPREHENSION AND APPRECIATION CAN RESULT FROM RESPONDING TO THE LISTENING SITUATION.	<ul style="list-style-type: none"> <li>- express and share with increasing sensitivity, thoughtfulness, fluency and self-reliance, their personal understanding of the message; their associations of the message with their own experiences; and their beliefs, attitudes, and feelings related to the message</li> <li>- express personal response to an oral message <i>in writing, speaking, drawing, dramatizing or other modes of expression</i></li> <li>- compare personal understanding of the message with that of others</li> <li>- obtain additional information or clarification of points by asking relevant questions</li> <li>- evaluate received ideas, on the basis of given criteria</li> <li>- appreciate the spoken messages of others and identify with the experiences of others</li> </ul>	<ul style="list-style-type: none"> <li>- appreciate a speaker's style or characteristic ways of using language such as word choice or syntax to achieve a desired effect</li> </ul>	
9. LISTENING FOR PLEASURE INVOLVES SENSITIVITY TO AND APPRECIATION OF WHAT IS HEARD.	<ul style="list-style-type: none"> <li>- experience and appreciate the pleasure that can come from listening to language in its various forms, <i>such as conversation, songs, speeches, poetry, plays, stories</i></li> <li>- take pleasure in the power and beauty of well chosen words, and in the rhythm and flow of language in its various forms</li> <li>- understand that appreciative listening involves obtaining sensory impressions, stimulation, or enjoyment through listening to the experiences and works of others; interpreting non-verbal, spoken or musical language, and relating that language to past experience</li> <li>- understand that careful, sensitive listening to a variety of literary forms and language patterns can increase proficiency in reading and writing, and help develop appreciation of our literary heritage</li> <li>- appreciate and be tolerant of the many dialects and accents with which our language can be spoken</li> <li>- develop ability to understand and appreciate one's own response</li> <li>- develop willingness to listen appreciatively to new types of presentations in new situations</li> </ul>		

CONCEPTS	SKILLS (7)	SKILLS (8)	SKILLS (9)
<b>VIEWING</b>	The students should be able to:	The students should be able to:	The students should be able to:
10. EFFECTIVE VIEWING DEPENDS UPON THE ACTIVE INVOLVEMENT OF THE VIEWER.	<ul style="list-style-type: none"> <li>- recognize and discuss the importance of visual media in their personal lives for extending experience, imparting information and providing enjoyment</li> <li>- apply background knowledge and experiences in order to comprehend and respond to visual messages</li> <li>- understand, discuss, evaluate and appreciate ideas received visually from an increasingly wide variety of materials <i>such as photographs, art, television, film, drama</i></li> <li>- identify and understand the purposes, message and intended audience of visual communications</li> </ul>	<ul style="list-style-type: none"> <li>- apply background knowledge and experiences to comprehend, respond to and interpret visual messages</li> </ul>	<ul style="list-style-type: none"> <li>- apply background knowledge and experiences to comprehend, respond to, interpret and evaluate visual messages</li> <li>- identify, understand and critically evaluate the relationship among purpose, message and intended audience of visual communications <i>such as pictures and television commercials</i></li> </ul>
11. VISUAL COMMUNICATIONS POSSESS DISTINCTIVE ELEMENTS AND STRUCTURES WHICH MAY AFFECT MEANING.	<ul style="list-style-type: none"> <li>- understand that individual elements in the visual message (facial expressions, status symbols, colours, etc.) strongly affect the message</li> <li>- understand that the structure of the visual message (composition, angle, sequence, etc.) strongly affects the visual message</li> <li>- develop, organize and present a variety of visual messages, using media <i>such as photographs, collage, film, slides, videotape, illustrated texts, comics and cartoons, dramatizations, models, diorama</i></li> </ul>	<ul style="list-style-type: none"> <li>- assess the quality of contribution of individual elements in the visual communication</li> <li>- understand the contribution of the structure of the visual message to the total meaning of the visual message</li> </ul>	<ul style="list-style-type: none"> <li>- assess the quality of contribution of the combined elements to the visual communication</li> <li>- evaluate the contribution of the structure of the visual message to the total meaning of the visual message</li> </ul>
12. VISUAL COMMUNICATION IS SIMILAR IN MANY WAYS TO FORMS OF ORAL AND WRITTEN COMMUNICATION.	<ul style="list-style-type: none"> <li>- understand that visual presentations are ways of receiving communication and can serve as catalysts for other language arts activities such as speaking, writing and reading</li> <li>- develop increasing ability to compare and contrast verbal and visual forms of expressed thought <i>such as stories, dramas, novels, poetry, films, cartoons and advertising</i></li> </ul>		

CONCEPTS	SKILLS (7)	SKILLS (8)	SKILLS (9)
	The students should be able to:	The students should be able to:	The students should be able to:
12. (continued)	<ul style="list-style-type: none"> <li>- create, with increasing competence, a visual message from a verbal message, <i>such as making a slide presentation of a poem, creating an advertisement or a book jacket for a novel, creating a video production of a short story, storyboarding episodes of a story, or building a model</i></li> </ul>		
13. THE VIEWER MUST EVALUATE THE APPARENT REALITY CREATED IN MEDIA PRODUCTS.	<ul style="list-style-type: none"> <li>- recognize the difference between fact and fantasy in media portrayal of everyday life</li> <li>- recognize, interpret and evaluate the effects on the viewer of idealization and distortion in media productions</li> <li>- understand that manipulative devices <i>such as colour, lighting, perspective</i> are used to influence the viewer</li> <li>- attend to the influence of the media in everyday life and to how the media affects them in their views, attitudes and actions toward others (role, sex, or age stereotypes, generalizations based on racial, ethnic, or religious origins, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- recognize, interpret and evaluate idealization in advertising and understand how it strongly affects the visual message</li> <li>- understand that manipulative devices are used to persuade the viewer, especially in advertising</li> </ul>	
14. CRITICAL VIEWING IS AN IMPORTANT LIFE SKILL.	<ul style="list-style-type: none"> <li>- develop an increasing ability to observe subtle aspects of the visual message which enhance its impact ...</li> </ul>	<ul style="list-style-type: none"> <li>- discuss emotions, facts and opinions, and techniques used to express them visually</li> <li>- appreciate the effects of editing, such as biasing content and enhancing mood <i>or theme</i></li> </ul>	
	<ul style="list-style-type: none"> <li>- interpret and evaluate, with increasing competence, their own and other visual messages .....</li> <li>- <i>understand that, where appropriate, literary terms referring to setting, plot and character development can be used to discuss and interpret video productions and film</i></li> </ul>		

CONCEPTS	SKILLS (7)	SKILLS (8)	SKILLS (9)
<b>WRITING</b>	The students should be able to:	The students should be able to:	The students should be able to:
15. IN THE WRITING PROCESS, APPROPRIATE PREWRITING STRATEGIES CAN ASSIST A WRITER TO DISCOVER AND EXPRESS IDEAS.	<ul style="list-style-type: none"> <li>- generate ideas for writing through a variety of techniques <i>such as brainstorming, group and class discussions, exploratory writing, relating personal experiences, incidental reading, viewing films</i></li> <li>- recognize that authentic writing comes out of the student's experiences and is expressed in the author's own voice</li> <li>- identify a topic with a view to selecting ideas appropriate for their writing</li> <li>- develop the ability to adopt a particular role, audience, format, topic and purpose when writing</li> <li>- recognize when ideas need to be added, expanded or extended</li> </ul>	<ul style="list-style-type: none"> <li>- identify and give focus to a topic with a view to selecting ideas appropriate for their writing</li> <li>- develop the ability to choose an appropriate role, audience, format, topic and purpose when writing</li> </ul>	<ul style="list-style-type: none"> <li>- identify and give focus to a topic with a view to selecting ideas appropriate for their writing, and select a suitable tone</li> <li>- demonstrate an increasing ability to choose an appropriate role, audience, format, topic and purpose when writing</li> </ul>
16. APPROPRIATE ORGANIZATION AND DEVELOPMENT OF IDEAS ARE ESSENTIAL QUALITIES OF EFFECTIVE WRITING.	<ul style="list-style-type: none"> <li>- use appropriate techniques such as jottings, point form notes, webbing, to organize their thoughts before beginning a first draft</li> <li>- demonstrate facility in adopting forms suitable for their role, audience, format, topic and purpose</li> <li>- demonstrate an ability to organize for familiar audiences <i>such as friends, parents, teachers</i></li> <li>- use appropriate techniques for the beginning or introduction to their writing, <i>such as writing a topic sentence or opening paragraph, taking a point of view in relation to the topic</i></li> <li>- demonstrate increasing skill in including relevant ideas in the development of their writing</li> <li>- understand that ideas are more effectively expressed if they are organized according to an appropriate pattern</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrate increasing facility in choosing forms suitable for their role, audience, format, topic and purpose</li> <li>- demonstrate an ability to organize for less familiar audiences <i>such as the media, the community, other students</i></li> <li>- demonstrate an ability to organize for more impersonal, distant or specialized audiences <i>such as businesses, elementary students, government agencies</i></li> </ul>	



CONCEPTS	SKILLS (7)	SKILLS (8)	SKILLS (9)
	The students should be able to:	The students should be able to:	The students should be able to:
16. (continued)	<ul style="list-style-type: none"> <li>- understand and use various methods of developing a piece of writing, such as reasons, examples, time order, space order, opinions, sequence of events, comparisons</li> <li>- use appropriate techniques for the conclusion to their writing <i>such as concluding an argument, providing a surprise ending</i></li> <li>- demonstrate an ability to unify their writing by using related ideas in appropriate order</li> </ul>	<ul style="list-style-type: none"> <li>- understand, choose from and combine a variety of suitable methods of developing a piece of writing, in keeping with their role, audience, format, topic and purpose</li> <li>- demonstrate an ability to achieve cohesion in their writing through the explicit use of transitional words and phrases to link ideas</li> <li>- demonstrate an ability to achieve cohesion in their writing through the use of more subtle transitional devices <i>such as the use of synonyms, repetition, juxtapositioning</i></li> </ul>	
17. EFFECTIVE EDITING INVOLVES REVISION FOR THE PURPOSE OF EVALUATING IDEAS AND FURTHER SHAPING OF THE COMPOSITION.	<ul style="list-style-type: none"> <li>- review writing carefully to ensure that it addresses the author's intention</li> <li>- identify, with teacher or peer assistance, those ideas which need clarification for the purpose of addressing the chosen audience</li> <li>- identify and remove, with teacher or peer assistance, irrelevant or unnecessary ideas</li> <li>- identify and add, with teacher or peer assistance, ideas which need to be included</li> <li>- evaluate, with some assistance, the effectiveness of the development of the writing, <i>addressing, where appropriate, such features as beginning, ending, developmental pattern, register, point of view, transitional devices, key words</i></li> </ul>		<ul style="list-style-type: none"> <li>- demonstrate an increasing independence in revision strategies</li> </ul>
18. EFFECTIVE EDITING DEVELOPS THE ABILITY TO USE THE CONVENTIONS OF WRITTEN LANGUAGE.	<ul style="list-style-type: none"> <li>- recognize that writing conventions serve the purpose of making writing easier for readers to understand</li> <li>- edit, with some assistance, for correctness of expression, especially proofreading for errors in sentence structure, punctuation, capitalization, grammar usage and spelling</li> </ul>		

CONCEPTS	SKILLS (7)	SKILLS (8)	SKILLS (9)
18. (continued)	The students should be able to:	The students should be able to:	The students should be able to:
	- demonstrate an increasing control over the conventions of written language		
	- use reference materials <i>such as a dictionary, thesaurus, and writer's handbook</i> to solve specific problems with conventions		
	- demonstrate increasing control in the course of their writing with the conventions of spelling		
	- produce a finished draft, when required, suitable for sharing <i>with others such as teachers, peers, and other audiences</i> or for publication <i>through bulletin board displays, school newspapers, anthologies, or addition to classroom or school resources</i>		- use acceptable bibliography and footnote forms when required
19. COMPETENCE AND FLEXIBILITY IN WRITING ARE DEVELOPED THROUGH A BROAD RANGE OF WRITING EXPERIENCES FOR A VARIETY OF PURPOSES, AUDIENCES, FORMATS, ROLES, RELATIONSHIPS.	- develop increasing fluency through personal or exploratory writing <i>such as reacting personally, recording events, expressing and clarifying thoughts and feelings, and for developing ideas for other types of writing</i>		
	- write for a variety of given audiences and purposes, in specified roles, adjusting their writing to suit each audience, purpose and role	- adapt, with increasing independence, their writing to suit given or self-selected audiences, purposes and roles	
	- write in a variety of forms		
	- demonstrate an ability to write from a single point of view from the perspective of the student as writer	- demonstrate an ability to write from more than one point of view	- demonstrate an ability to write from several points of view, and with sensitivity to more than one perspective
	- write clear and effective narration in a variety of prose and poetic forms <i>such as short story, poetry, play, newspaper article, letter</i> , presenting one major event in a straightforward chronological order, within an appropriate time frame	- experiment with alternative ordering of events to achieve dramatic effects	
	- demonstrate increasing control over the use of conversation and dialogue in writing		

CONCEPTS	SKILLS (7)	SKILLS (8)	SKILLS (9)
19. (continued)	<p>The students should be able to:</p> <ul style="list-style-type: none"> <li>- write clear and effective description drawing on sensory details</li> <li>- demonstrate increasing control over the use of language, such as using <i>specific vocabulary, making apt comparisons, employing original expression</i></li> <li>- write clear and effective exposition such as <i>simple directions, explanations, letters, short reports, autobiographical sketches, charts, announcements, and advertisements</i>, emphasizing direct experience and background knowledge as sources of information</li> <li>- write to support a position, using factual details or other methods of support such as <i>examples, quoting authorities, statistics, analogies</i></li> </ul>	<p>The students should be able to:</p> <ul style="list-style-type: none"> <li>- write clear and effective description demonstrating a judicious selection of details to create a dominant impression</li> <li>- write clear and effective exposition such as <i>directions, explanations, letters, reports, autobiography, biography, character sketches, charts, announcements, advertisements, reviews, resumés, editorials, and essays</i>, with more emphasis on <i>the synthesis and evaluation of information</i> from varied sources</li> </ul>	<p>The students should be able to:</p> <ul style="list-style-type: none"> <li>- write clear and effective description demonstrating an ability to describe indirectly by means of suggestion, association, etc., to create a dominant impression or mood</li> </ul>
20. PERSONAL ENJOYMENT AND SATISFACTION IN WRITING DEVELOP THROUGH BEING INVOLVED WITH MEANINGFUL WRITING EXPERIENCES.	<ul style="list-style-type: none"> <li>- self-initiate writing from their own experiences for satisfaction and enjoyment and, if they desire, sometimes share them with others</li> <li>- enjoy and receive personal satisfaction from assigned writing which relates to the context of experiences and extends their intention to write</li> </ul>		
21. WRITING TO LEARN IS AS IMPORTANT AS LEARNING TO WRITE.	<ul style="list-style-type: none"> <li>- use writing to discover meaning as the writing progresses</li> <li>- use writing in all subject areas not only to demonstrate knowledge but also to discover what is known and to extend and clarify knowledge</li> </ul>		

CONCEPTS	SKILLS (7)	SKILLS (8)	SKILLS (9)
	The students should be able to:	The students should be able to:	The students should be able to:
22. MODERN TECHNOLOGY INFLUENCES THE WRITING ACT.	<ul style="list-style-type: none"> <li>- understand how modern technology such as computers and word processors influences the drafting, revising, proofreading, editing and publishing of written communication</li> <li>- develop increasing proficiency in the use of computer technology during all stages of the writing process</li> </ul>		
READING/LITERATURE			
23. READING IS AN ACTIVE PROCESS THAT INVOLVES THE READER IN THE CONSTRUCTION OF MEANING.	<ul style="list-style-type: none"> <li>- understand that the reader constructs meaning, drawing on prior knowledge (personal background knowledge and experience, knowledge of language, rhetorical structures, or literary patterns) while interacting with the text</li> <li>- relate personal experiences and their knowledge of language and literature to each reading selection and be increasingly aware that what they already know and their attitudes affect what they will understand</li> <li>- use and develop strategies for getting meaning from connected text that will enable them to predict, sample, and confirm or correct their predictions as they read meaningful passages</li> <li>- respond with increasing sensitivity, thoughtfulness, confidence, articulation, and self-reliance to material they read</li> <li>- clarify, organize, and consolidate meaning for themselves and, where appropriate, share with others . . . . .</li> <li>- extend their experiences with ideas in the selection and with language experiences beyond the selection . .</li> </ul>		
24. APPROPRIATE PRE-READING STRATEGIES CAN ASSIST READERS TO UNDERSTAND WHAT THEY ARE READING.	<ul style="list-style-type: none"> <li>- understand that the knowledge and attitudes readers bring to the text help determine the meaning that each derives from the text</li> <li>- recognize that participation in a wide variety of prereading activities <i>such as reflection, discussion, viewing, listening, drawing, or dramatizing</i> related to a reading selection can aid comprehension of the selection</li> </ul>		



CONCEPTS	SKILLS (7)		SKILLS (8)		SKILLS (9)	
	The students should be able to:		The students should be able to:		The students should be able to:	
24. (continued)	<ul style="list-style-type: none"> <li>- determine, with assistance if necessary, their purpose for reading a particular selection and understand that setting a purpose for reading aids comprehension</li> <li>- adopt an appropriate stance toward the text depending on whether their focus is on getting information from the text or reading for pleasure</li> <li>- anticipate meaning through prediction of the intention, content, and structure of a selection, based on their previous experiences, knowledge of language and literature, and format cues <i>such as title, pictures, charts, and forms of various written materials</i></li> <li>- generate questions which might be answered by reading a particular selection and read for the purpose of having their questions answered</li> </ul>		<ul style="list-style-type: none"> <li>- demonstrate increased independence in choosing an appropriate stance toward the text depending on whether their focus is on getting information from the text or reading for pleasure</li> </ul>			
25. SELECTION OF APPROPRIATE STRATEGIES DURING READING CAN ASSIST READERS TO UNDERSTAND WHAT THEY ARE READING.	<ul style="list-style-type: none"> <li>- practise using cues provided by the author (graphic, syntactic, semantic), the teacher and their own prior knowledge to infer the author's intended meaning and to construct personal meaning</li> <li>- use format cues <i>such as headings, italicized or boldfaced type, graphs, pictures or charts</i> to help organize information</li> <li>- make connections between the text and their own experience through recollection, mental imagery and comparison</li> <li>- formulate questions or make predictions about what to expect when reading the selection, and confirm or revise their questions or predictions as reading continues</li> <li>- demonstrate awareness of their own thinking processes during reading</li> <li>- monitor their own progress toward understanding the text, detect lapses in comprehension, and initiate strategies to rectify their difficulties</li> </ul>					

CONCEPTS	SKILLS (7)	SKILLS (8)	SKILLS (9)
	The students should be able to:	The students should be able to:	The students should be able to:
25. (continued)	<ul style="list-style-type: none"> <li>- ask appropriate questions about different kinds of texts <i>such as poems, newspapers, recipes, graphs, technical manuals, stories and novels</i>, and read to find relevant answers</li> <li>- use their understanding of a text and background information to help identify words and expand reading vocabulary</li> <li>- recognize that reading rate should vary depending upon the reader's purpose and the complexity of the material</li> <li>- construct relationships among the parts of the text by using cues to meaning, such as the hierarchical relationships represented by headings, main ideas, and summaries or knowledge of story structures or poetic forms</li> <li>- aid comprehension through the use of various techniques <i>such as webbing, graphing and note-making</i></li> <li>- recognize and use different organizational patterns in fiction and non-fiction, such as chronological order and cause and effect</li> <li>- demonstrate the ability to select, with assistance, appropriate strategies to comprehend a broader range of material <i>both literary and non-literary, with content further removed from their own experience</i></li> <li>- read their own writing and that of other students for understanding and enjoyment and for the purposes of editing</li> <li>- adjust reading strategies to meet the demands of modern technology</li> </ul>	<ul style="list-style-type: none"> <li>- recognize and choose a reading rate appropriate to their purpose and the complexity of the material and, if necessary, adjust the rate as the reading progresses</li> <li>- apply study strategies <i>such as outlining and preparing structured overviews</i> when reading complex material</li> <li>- recognize and use different organizational patterns in fiction and non-fiction, such as foreshadowing, flashback, comparison and contrast</li> <li>- demonstrate increasing independence in their selection of appropriate strategies to comprehend a broader range of material</li> </ul>	<ul style="list-style-type: none"> <li>- recognize and use with increasing proficiency different organizational patterns in fiction and non-fiction, such as chronological order, cause and effect, foreshadowing, flashback and comparison and contrast</li> </ul>

CONCEPTS	SKILLS (7)	SKILLS (8)	SKILLS (9)
26. APPROPRIATE STRATEGIES FOLLOWING INITIAL READING CAN ASSIST STUDENTS TO RESPOND TO AND REFLECT ON WHAT THEY HAVE READ.	The students should be able to:	The students should be able to:	The students should be able to:
	- express and share with increasing sensitivity, thoughtfulness, fluency and self-reliance, their personal understanding of the text; their associations of the text with their own experience; and their beliefs, attitudes and feelings related to the text		
	- formulate questions based on their individual responses to the text and generate their own interpretation	- generate and elaborate on their own interpretations	
	- develop a better understanding of themselves and others through an examination of human experiences and values encountered in literature, and relate literary experience to personal experience		
	- express personal responses to a literary work through a variety of modes such as discussion, writing in various formats, viewing, drawing or painting, dramatizing, and oral interpretation		
	- examine, revise and reflect on their thoughts about and reactions to what they have read	- consider deeper or alternative meanings	
	- establish logical connections among ideas and express them in alternative form(s) such as developing a character relationship web, creating a plot time line, translating a chart or graph into written form		
	- revise, reprocess and recreate the structure of prose and poetry by a variety of approaches such as summarizing, retelling, rephrasing, elaborating, scripting, acting out, translating from one medium to another		

CONCEPTS	SKILLS (7)	SKILLS (8)	SKILLS (9)
	The students should be able to:	The students should be able to:	The students should be able to:
27. READING COMPREHENSION AND DECISIONS ABOUT THE SIGNIFICANCE OF A LITERARY WORK REQUIRE AN UNDERSTANDING OF THE AUTHOR'S PURPOSE, AN ABILITY TO INFER AND EVALUATE, AND SOME KNOWLEDGE OF LITERARY TRADITION AND TECHNIQUES.	<ul style="list-style-type: none"> <li>- recognize and respond to the effect that a literature selection has upon them, and demonstrate, with teacher assistance, a growing understanding of the reasons for a literature selection having a particular effect</li> <li>- make inferences based upon personal experience and information in the text about the literal meaning of the selection, <i>such as: What will happen next, and why? How will characters behave, and why?</i></li> <li>- evaluate, through personal response, the effect that a literature selection has upon them and, with teacher and peer assistance, be prepared to present reasons for their evaluation</li> </ul>	<ul style="list-style-type: none"> <li>- infer a writer's purpose, and have some understanding of the resulting relationship between the writer's purpose and features of the writing style <i>such as diction, verse and sentence style, length, imagery</i></li> <li>- recognize implications and, with teacher assistance, identify the more subtle inferences in their reading <i>such as inferring character traits from the character's actions</i></li> <li>- <i>evaluation through personal response, and increasingly through critical response, the significance of a literature selection and compare it to other similar works</i></li> </ul>	
28. APPRECIATION OF LITERATURE IS ALSO ENHANCED BY SOME UNDERSTANDING OF FORM, STRUCTURE AND LITERARY STYLE.	<ul style="list-style-type: none"> <li>- recognize literal and figurative statements in literature</li> <li>- appreciate, with increasing thoughtfulness, the differences between prose and poetry, fiction and non-fiction and understand the purposes for each</li> </ul>	<ul style="list-style-type: none"> <li>- reflect upon the effect of the more common types of figurative language on a variety of literary selections</li> <li>- recognize, with teacher assistance, the more obvious relationships of the form of a work to the author's purpose and theme</li> </ul>	



CONCEPTS	SKILLS (7)	SKILLS (8)	SKILLS (9)
	The students should be able to:	The students should be able to:	The students should be able to:
28. (continued)	<ul style="list-style-type: none"> <li>- identify the physical and social setting, when relevant to understanding a selection, and begin to recognize the relationship of setting to character and action</li> <li>- understand that their enjoyment and appreciation of narrative form can be enhanced by an awareness of conflict and the types of conflict used in plot development</li> <li>- understand the flow of actions or events in the short story, novel, play and other narrative forms</li> <li>- read and discuss a wide variety of types of poetry</li> <li>- recognize, with teacher assistance, some differences in style such as rhythm of language, figurative language, point of view among various authors writing on similar subjects in the same form</li> <li>- enhance appreciation of literature by using selections as sources of models for writing</li> <li>- develop attitudes of increasing tolerance and understanding through vicarious experience</li> <li>- recognize central and minor characters and discuss their actions and motives</li> <li>- discuss their personal response to the actions, values and motives of characters and provide support for their responses based upon personal experience and information from the text</li> </ul>	<ul style="list-style-type: none"> <li>- identify the physical and social setting and begin to recognize the relationship of setting to character and action</li> <li>- understand the flow of actions and events in narrative forms, and alternative ways in which plot can be developed, such as foreshadowing, flashback, story-within-story, unresolved ending</li> <li>- read and discuss a wide variety of poetry and recognize the relationship between form and content in common types of poetry such as ballads, limericks, dramatic monologues and common verse forms</li> <li>- recognize, with teacher assistance, some differences in style such as rhythm of language, figurative language, point of view among various authors writing on similar subjects in the same form</li> <li>- enhance appreciation of literature by using selections as sources of models for writing</li> <li>- develop attitudes of increasing tolerance and understanding through vicarious experience</li> <li>- recognize and discuss a character's actions, motives and changes</li> <li>- discuss their personal responses to a character's actions, motives and values and begin to limit their terms of reference to the content of the literary work</li> </ul>	
29. HUMAN ATTITUDES AND VALUES CAN BE EXPLORED THROUGH A STUDY OF THE CHARACTERS ENCOUNTERED IN LITERATURE.			

CONCEPTS	SKILLS (7)	SKILLS (8)	SKILLS (9)
	The students should be able to:	The students should be able to:	The students should be able to:
29. (continued)	<ul style="list-style-type: none"> <li>- describe the appearance, language, actions, mannerisms and obvious traits of characters met in literature</li> <li>- demonstrate increasing proficiency in comparing and contrasting character similarities and differences . . .</li> <li>- develop an awareness of values expressed through literature (character's values, author's values)</li> </ul>	<ul style="list-style-type: none"> <li>- develop proficiency in describing characters met in literature, through discussion and, subsequently, in writing</li> <li>- identify and discuss values expressed in literature and, where appropriate, evaluate those values</li> </ul>	<ul style="list-style-type: none"> <li>- develop proficiency in inferring more subtle or indirectly stated aspects of character</li> </ul>
30. LOCATING, SELECTING AND EVALUATING INFORMATION ARE IMPORTANT LIFE SKILLS.	<ul style="list-style-type: none"> <li>- demonstrate ability to plan different kinds of inquiry strategies <i>such as brainstorming possible areas of investigation, formulating and classifying questions, identifying potential sources of information</i></li> <li>- demonstrate increasing proficiency in scanning to locate information quickly from varied sources <i>such as tables of contents, chapter headings, italics</i></li> <li>- demonstrate increasing proficiency in using skimming as a rapid reading technique for locating information quickly</li> <li>- demonstrate ability to locate other books by an author who has pleased them previously, or on a subject which interests them</li> <li>- demonstrate increasing proficiency with gathering, evaluating and organizing information to fulfil their purposes, from school learning resource centres and other sources <i>such as public libraries, individuals, data banks</i></li> </ul>		

CONCEPTS	SKILLS (7)	SKILLS (8)	SKILLS (9)
	The students should be able to:	The students should be able to:	The students should be able to:
31. LIFELONG READING FOR ENJOYMENT, APPRECIATION AND INFORMATION IS IMPORTANT TO THE WELL-BEING OF THE INDIVIDUAL.	<ul style="list-style-type: none"> <li>- understand the importance of reading in their personal lives for extending their own experiences, exploring and thinking about life, gaining information about their world, and understanding their own cultural and linguistic background by reading materials which represent the multicultural nature of our society</li> <li>- self-select materials, both fiction and non-fiction, for personal satisfaction</li> <li>- initiate or sustain, with peer and adult assistance, if necessary, an interest in reading personally-selected fiction and non-fiction in the classroom and at home</li> </ul>	<ul style="list-style-type: none"> <li>- read an increasingly wide variety of materials, both fiction and non-fiction, for enjoyment, and continue to develop personal interests and preferences in reading material</li> </ul>	<ul style="list-style-type: none"> <li>- read an increasingly wide variety of materials, both fiction and non-fiction, to extend personal interests and preferences</li> </ul>





## D. LEARNING RESOURCES

### 1. Definitions

- 1.1 In terms of provincial policy, learning resources are those print, nonprint and electronic software materials used by teachers or students to facilitate teaching and learning
- 1.2 **Basic Learning Resources** are those learning resources approved by Alberta Education as the most appropriate for meeting the majority of goals and objectives of courses, or substantial components of courses outlined in the provincial programs of studies.

AND

Those productivity software programs (e.g., word processors, spread sheets, data bases, integrated programs) approved by Alberta Education that can be used to achieve important objectives across two or more grade levels, subject areas, or programs.

- 1.3 **Recommended Learning Resources** are those learning resources approved by Alberta Education because they complement basic learning resources by making an important contribution to the attainment of one or more of the major goals of courses outlined in the provincial programs of studies.
- 1.4 **Supplementary Learning Resources** are those learning resources approved by Alberta Education because they support courses outlined in the provincial programs of studies by enriching or reinforcing the learning experience.

### 2. Basic Learning Resources

*Bridges Series* (Prentice-Hall Canada Inc.)

Bridges 1, Grade 7 (1985)  
Bridges 2, Grade 8 (1985)  
Bridges 3, Grade 9 (1985)

*Contexts Series* (Nelson Canada)

Contexts, Anthology One, Grade 7 (1981)  
Contexts, Anthology Two, Grade 8 (1982)  
Contexts, Anthology Three, Grade 9 (1984)  
Contexts, Reading Skills One (1981)  
Contexts, Reading Skills Two (1984)

*Inquiry into Literature Series* (Collier-Macmillan Canada, Inc.)

Inquiry into Literature, Book 1, Grade 7 (1980)  
Inquiry into Literature, Book 2, Grade 8 (1980)  
Inquiry into Literature, Book 3, Grade 9 (1981)

*Responding to Reading Series* (Addison-Wesley Publishers Limited)

Responding to Reading, Level A, Student's Edition, Grade 7 (1981)  
Responding to Reading, Level B, Student's Edition, Grade 8 (1981)  
Responding to Reading, Level C, Student's Edition, Grade 9 (1983)

*Starting Points in Language Series*, Revised (Ginn and Company)

Starting Points in Language, Revised D, Grade 7 (1980)  
Starting Points in Language, Revised E, Grade 8 (1980)  
Starting Points in Language, F, Grade 9 (1983)

*Starting Points in Reading Series*, Revised (Ginn and Company)

Starting Points in Reading, Revised D, Grade 7 (1981)  
Starting Points in Reading, Revised E, Grade 8 (1981)  
Starting Points in Reading, F, Grade 9 (1983)



# HEALTH

## A. PROGRAM RATIONALE AND PHILOSOPHY

Each person begins life with unique characteristics, capabilities and limitations, and the potential to grow as a creatively productive person. Increasingly, however, the social environment becomes the major influence on a person's development: intellectual, social/personal, ethical/moral and physical.

As a contributor to the environment of adolescents, the school has a responsibility to assist young adults to see themselves, and others, as unique and important individuals. A health program which encompasses the multi-dimensional nature of the person, assists students to recognize their potential and to become aware of the alternatives that will enhance their personal lifestyles.

The rationale for Health and Personal Life Skills as a subject taught in Alberta schools is based on *The Goals of Basic Education for Alberta* as adopted by the Alberta Legislative Assembly in 1978 and the Guiding Principles for Secondary Education in Alberta as found in the *Secondary Education in Alberta* policy statement, issued in June 1985.

The Goals of Basic Education for Alberta states:

"Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught and evaluated on the basis of these specific goals."

Two of the "Goals of Schooling" provide the basis for the Health and Personal Life Skills program:

- "Acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being."
- "Acquire knowledge and develop skills, attitudes and habits required to respond to the opportunities and expectations of the world of work."

The guiding principles for secondary education in Alberta are consistent with the following statement:

"The aim of education is to develop the knowledge, the skills and the positive attitudes of individuals, so that they will be self-confident, capable and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of their community."

"Achieving the aim of education is not the sole responsibility of schools. The responsibility for educating young people is widely shared within the community."

The Health and Personal Life Skills program encourages the involvement of community agencies. To promote accurate information exchange and to encourage ongoing health education, it is important to involve parents and community resource persons in the health program. Health education is a responsibility shared with the home and community.

As principle #1 of the *Secondary Education in Alberta* policy statement says, "The secondary school, in cooperation with other agencies in society, must assist each student to become a competent, confident and responsible individual."

The curriculum is organized to "...accommodate the developmental needs of students while preparing them to live in a highly complex and changing society."

This is consistent with principle #3 of the *Secondary Education in Alberta* policy statement: "Secondary schools must prepare students for responsible citizenship in a society which is changing constantly."

Through remediation and enrichment suggestions and with adherence to tolerance and understanding guidelines, the Health and Personal Life Skills curriculum recognizes and attempts to "meet the wide range of needs and abilities of students".



## B. GOALS AND OBJECTIVES

The overall goal of health education is student growth in relevant knowledge, healthy attitudes, and effective lifelong skills in the four main health dimensions: physical, intellectual, social/personal,

and ethical/moral. This process can be applied to all content areas of the junior high Health and Personal Life Skills curriculum and are illustrated in the following table.

DIMENSIONS	CONCEPTS		
	COGNITIVE (knowledge)	AFFECTIVE (attitudes)	PSYCHOMOTOR (skills)
Physical	The role of nutrition and sensible diet to good health.	Proper nutrition is an essential component of optimum health.	Selects a sensible diet.
Social/Personal	Peer groups may influence an individual.	Relationships develop according to mutual needs, expectations and values.	Chooses friends wisely.
Ethical/Moral	Understands individual similarities and differences.	Respects other points of view.	Considers the opinions and rights of others.
Intellectual	Identifies the steps in a decision-making process.	Appreciates the importance of flexible outlooks and behaviours.	Analyzes the pros and cons – considers alternatives before reaching a decision.

The objectives are:

### Theme I: SELF-AWARENESS AND ACCEPTANCE

#### Grade 7

1. Understanding the nature of self-concept.
2. Understanding and appreciating the importance of developing a positive self-concept.
3. Understanding the impact of individual growth and change.
4. Understanding the nature of feelings.
5. Understanding the importance of appropriate expression of feelings.
6. Understanding the importance of privacy.
7. Understanding the importance of using decision-making processes.
8. Understanding the relationship between values and decisions.

## **Grade 8**

1. Understanding self-concept and the factors which affect it.
2. Understanding that time, place and culture affect male/female roles.
3. Understanding stereotyping and its effect on male/female roles.
4. Understanding the relationship between values and decision making.
5. Recognizing the concepts of feelings and their management.
6. Understanding the concepts of passive, assertive and aggressive behaviour.
7. Understanding the importance of accepting responsibility for one's own behaviour.

## **Grade 9**

1. Understanding self-concept and its relationship to achievement.
2. Understanding the concept of interdependence.
3. Understanding the concepts of personality and personal responsibility.
4. Understanding the nature of feelings and the ways in which they are expressed.
5. Understanding the relationship between emotional and physical health.
6. Understanding the effects of emotional change and the nature of depression.
7. Understanding the facts and myths related to suicide.

## **Theme II: RELATING TO OTHERS**

### **Grade 7**

1. Understanding and appreciating relationships with friends.
2. Understanding the varied expectations of junior high schools.
3. Recognizing services available to students.

### **Grade 8**

1. Understanding basic group processes and the importance of belonging to a group.
2. Understanding that the family has universal functions in meeting the needs of society and individual members.

## **Grade 9**

1. Understanding developing relationships with the opposite sex and expectations that individuals have of these relationships.
2. Appreciating that family members influence the lives of each other.
3. Understanding that families pass through a cycle of development and change.

## **Theme III: LIFE CAREERS**

### **Grade 7**

1. Understanding how personal and societal needs may be met through work.
2. Understanding the importance of leisure and volunteer activities.
3. Understanding that career planning is a lifelong process.

### **Grade 8**

1. Understanding the interdependence of jobs/occupations.
2. Understanding the relationship between occupational and lifestyle choices.
3. Understanding that career planning is a lifelong process.
4. Understanding the relationships between individual characteristics, career development and personal satisfaction.

### **Grade 9**

1. Understanding occupational classifications.
2. Understanding the relationship between educational preparation and occupational choice.
3. Understanding the changing nature of male/female roles.
4. Understanding stereotyping and its effects on male/female roles.
5. Appreciating the importance of early ongoing educational and vocational planning.

## **Theme IV: BODY KNOWLEDGE AND CARE**

### **Grade 7**

1. Understanding the importance of safety and emergency procedures when dealing with emergencies or injuries.
2. Understanding the role of safety and emergency procedures when caring for children.
3. Understanding body systems and their interdependence as a function of achieving and maintaining physical wellness.
4. Understanding the relationship between lifestyle, health and individual responsibility for achieving wellness.
5. Understanding the importance of personal hygiene for the general health of an individual.
6. Understanding basic drug information relevant to adolescents.
7. Understanding the need for accurate information when making responsible decisions regarding drug use.
8. Understanding various external and internal factors that influence responsible decisions regarding drug use.

### **Grade 8**

1. Understanding the role of nutrition in achieving and maintaining optimum health.
2. Understanding the nature of accidents.
3. Understanding the importance of preventing or controlling accidents to preserve life.
4. Understanding the importance of knowing about vehicles and their safe operation.
5. Understanding the implications of the practice of hitchhiking.
6. Understanding the role that risk assessment and decision-making play in the responsible use of drugs.
7. Understanding the relationships between lifestyle and drug use.
8. Understanding the role of various services and agencies where information and help regarding the use and abuse of drugs can be obtained.

### **Grade 9**

1. Understanding the importance of balanced fitness programs for optimum health throughout life.
2. Being able to select wisely and use responsibly health care products/services appropriate to the health needs of the individual.

## **Theme V: HUMAN SEXUALITY (Optional)**

### **Grade 7**

1. Understanding and accepting the stages and levels of physical and emotional/personal development that occur during puberty.
2. Understanding the process of reproduction.
3. Understanding the concept of maturity and sexual expression.
4. Becoming aware of the basic purpose and function of contraception.

### **Grade 8**

1. Increased understanding and acceptance of the stages and levels of the physical and emotional/personal development that occurs during puberty.
2. Understanding the importance of respect and acceptance of self and others in relation to sexuality.
3. Understanding the purpose and function of contraception.
4. Understanding the concepts of readiness and sexual expression.

### **Grade 9**

1. Understanding the special decisions and information related to birth control.
2. Understanding the special decisions and concerns related to teenage pregnancy.
3. Understanding the special decisions and information related to sexually transmitted diseases.





## C. CONTENT

### **THEMES OF THE HEALTH AND PERSONAL LIFE SKILLS CURRICULUM**

The junior high Health and Personal Life Skills curriculum is arranged around five themes. Each theme has a general focus:

#### **THEME I: Self-Awareness and Acceptance**

In an attempt to provide young people with opportunities to develop attitudes of self-awareness and acceptance, Theme I relates to three basic areas of interest:

1. The self
2. Feelings
3. Decision-making skills.

#### **THEME II: Relating to Others**

Skills in interpersonal relationships can aid the individual in making decisions about behaviour that allow the person to feel good about himself/herself and function positively within his/her environment.

All individuals have basic needs including the needs for:

1. Safety, security and trust in relationships
2. A feeling of being cared about and valued
3. Feeling that one belongs and is accepted by others.

#### **THEME III: Life Careers**

What people do with the time available in the total process of living becomes their life career. There is a need to recognize that ongoing technological changes may free humankind from many of the routine tasks and drudgeries of the workplace to become involved in new styles of time investment which, in turn, will change economic patterns.

In an attempt to provide young people with opportunities to develop attitudes of self in relation to the area of work, Theme III relates to two sub-themes:

1. Career Awareness and Preparation
2. Career Planning.

#### **THEME IV: Body Knowledge and Care**

So that children will assume personal responsibility for health, the objectives throughout Theme IV have been developed to promote healthful living through knowledge, understanding and care of the body.

The sub-themes are:

1. Body Systems
2. Nutrition
3. Physical Fitness
4. Safety and Emergency Procedures
5. Personal Wellness
6. Drug Use and Abuse
7. Health Care Products and Services.

#### **THEME V: Human Sexuality (Optional)**

Family life education has three chief purposes: to develop emotionally stable children and adolescents who feel sufficiently secure and adequate to make decisions as to their conduct without being carried away by their emotions; to provide sound knowledge not only of the physical aspects of sex behaviour, but also its psychological and sociological aspects, so that sexual experience will be viewed as a part of the total personality of the individual; and to develop attitudes and standards which will ensure that young people and adults will determine their sexual and other conduct by considering its long-range effects on their own personal development, the highest good of other individuals and the welfare of society as a whole.

While family life education takes place in the home, schools share with parents a responsibility for ensuring that students have adequate knowledge and skill to deal with pressures placed on them by peers and a society that reflects an eclectic array of values.

Depending on the particular grade level, Theme V concentrates on three or four major areas of information related to the concept of sexuality:

1. Puberty
2. Male and female roles, and/or
3. Decision making.

Throughout the theme, emphasis on the individual nature of change and growth, and the importance of one's family and personal values with respect to sexuality and sexual decision making remains the primary goal and focus.

## SCOPE AND SEQUENCE

### Grade 7

#### THEME I: Self-Awareness and Acceptance

##### A. SELF

1. Self-Awareness
2. Self-Concept
3. Self-Respect (Elective)
4. Individual Growth from Elementary to Junior High Age
5. Body Image
6. Individual Similarities and Differences
7. Positive and Negative Treatment
8. Self-Esteem and Conceit

##### B. FEELINGS

1. Feelings
2. Recognizing Feelings
3. Managing Feelings
4. Right to Privacy

##### C. DECISION MAKING

1. Decision-Making Model
2. Accepting Responsibility
3. Relationship Between Values, Attitudes and Behaviours (Elective)

#### THEME II: Relating to Others

##### A. PEERS

1. Friendships (Review)
2. Influence of Friends
3. Developing New Friendships
4. Parents

##### B. SCHOOL

1. School
2. Study and Homework (Elective)

#### THEME III: Life Careers

##### A. CAREER AWARENESS AND PREPARATION

1. Definitions
2. Personal Needs Met Through Work
3. Work-Related Values
4. Leisure Activities and Volunteer Work

##### B. CAREER PLANNING

1. Career Planning Process
2. Educational Planning in Junior High School

#### THEME IV: Body Knowledge and Care

##### A. BODY SYSTEMS

1. Nature of Human Growth
2. Interdependence of Major Body Systems
3. Maintenance of Body Systems

##### D. SAFETY AND EMERGENCY PROCEDURES

1. Emergencies
2. Emergency Procedures
3. Personal Safety (Elective)
4. Applying Safety and Emergency Procedures to Babysitting (Elective)

##### E. PERSONAL WELLNESS

1. Illness/Wellness Continuum
2. Relationship Between Lifestyle and Health
3. Disease
4. Communicable Diseases
5. Chronic Diseases
6. Myths and Pseudo Cures
7. Disability

##### F. CLEANLINESS (Optional)

1. Daily Hygiene (Optional)
2. Use of Personal Health Care Products (Optional)
3. Skin, Hair, Nail, and Tooth Disorders (Elective)

## **G. DRUG USE AND ABUSE**

1. Definitions
2. Similarities Among Types of Drug Use
3. Drug Effects
4. Information
5. Factors Affecting Non-Medical Drug Decisions
6. Risks

## **THEME V: Human Sexuality (Optional - Board Approval Required)**

### **A. PUBERTY**

1. Puberty
2. Anatomy and Physiology
3. Physical Changes During Puberty
4. Social/Emotional Changes in Puberty

### **B. REPRODUCTION**

1. Reproduction

### **C. DECISION MAKING**

1. Forms of Sexual Expression
2. Alternatives to Pregnancy

## **Grade 8**

## **THEME I: Self-Awareness and Acceptance**

### **A. SELF**

1. Self-Concept (Review)
2. Effects of Positive and Negative Treatment (Review)
3. Relationship Between Self-Concept and Behaviour
4. Stereotyping (Elective)
5. Sexual Double Standard (Elective)
6. Values and Decision Making

### **B. FEELINGS**

1. Mood Variation
2. Managing Feelings
3. Emotional Expression in Others
4. Favourable and Unfavourable Effects of Emotions

### **C. DECISION MAKING**

1. Passive, Assertive, Aggressive
2. Recognizing Alternatives
3. Behaviours Affect Others (Elective)

## **THEME II: Relating to Others**

### **A. PEERS**

1. Friendships
2. Peer Groups
3. Peer Influence
4. Parents

### **C. FAMILY**

1. Structure and Function of Families
2. Relationships Among Family Members
3. Life Stages (Elective)

## **THEME III: Life Careers**

### **A. CAREER AWARENESS AND PREPARATION**

1. Time Management
2. Influence of Occupation on Lifestyle
3. Occupational Interdependence
4. Obtaining a Job
5. Keeping a Job

### **B. CAREER PLANNING (Elective)**

1. School Subjects and Occupations
2. Definitions
3. Self-Appraisal Information
4. Individual Profiles of Strengths and Uniqueness

## **THEME IV: Body Knowledge and Care**

### **B. NUTRITION**

1. Significance
2. Facts
3. Classification and Function of Nutrients
4. Special Nutritional Needs During Adolescence
5. Application: Sensible Diet

### **D. SAFETY AND EMERGENCY PROCEDURES (Elective)**

1. Accidents
2. Causes of Accidents
3. Prevention and Control
4. Vehicle Operation
5. Hitchhiking

## G. DRUG USE AND ABUSE

1. Definitions (Review)
2. Individuals Use Drugs for Different Reasons (Review)
3. Assessing Risks Related to Drug Use/Abuse
4. Drug Interactions
5. Factors That May Influence Drug Use/Abuse
6. Causes of Drug Abuse
7. Types of Problems Associated with Drug Use/Abuse
8. Decision Making
9. Alternatives
10. Available Services and Agencies (Elective)
11. Laws and Regulations (Elective)

## THEME V: Human Sexuality (Optional - Board Approval Required)

### A. PUBERTY

1. Puberty (Review)
2. Functions of Hormones
3. Physical and Emotional Changes

### B. REPRODUCTION

1. Sexual Intercourse and Conception
2. Reproduction and Birth

### C. DECISION MAKING

1. Respect and Sexuality
2. External Influences on Sexual Attitudes
3. Exploitation
4. Forms of Sexual Expression (Review)
5. Avoidance of Pregnancy
6. Sexually Transmitted Diseases
7. Decision-Making Process
8. Assertiveness

## Grade 9

## THEME I: Self-Awareness and Acceptance

### A. SELF

1. Self-Concept and Future Achievement
2. Perceptions of Others
3. Interdependence (Elective)
4. Change and Personal Responsibility
5. Values and Decision Making
6. Personality (Elective)

## B. FEELINGS

1. Expression of Feelings (Review)
2. Changing Emotions (Review)
3. Sensitivity to Others (Review)
4. Emotional and Physical Health (Elective)
5. Recognizing Depression (Elective)
6. Suicide (Elective)
7. Flexible Outlooks and Behaviours

## THEME II: Relating to Others

### A. PEERS

1. Friendships
2. Dating (Elective)
3. Love (Elective)

### C. FAMILY

1. Structure and Function of Families
2. Relationships Among Family Members
3. Life Stages (Elective)
4. Influence of Unexpected Events on the Family
5. Running Away

## THEME III: Life Careers

### A. CAREER AWARENESS AND PREPARATION

1. Job Classifications
2. Occupation and Education/Training Requirements
3. Career Fields and Occupational Options
4. Changing Nature of Male/Female Roles
5. Stereotyping

### B. CAREER PLANNING

1. Individual Characteristics
2. Need for Continuous Appraisal
3. Personal Exploration
4. Personal Attributes and Occupational Options
5. Individual Profiles of Strengths and Uniqueness
6. Planning
7. High School
8. Courses and Careers



## **THEME IV: Body Knowledge and Care**

### **C. PHYSICAL FITNESS**

1. Physical Fitness
2. Importance of Being Physically Fit Throughout Life
3. Implementing Individual Physical Fitness Programs
4. Other Influences on Physical Fitness

### **H. HEALTH CARE PRODUCTS AND SERVICES**

1. Determining Health Needs
2. Health Care Products
3. Health Care Services
4. Information Sources
5. Cosmetic Treatment (Elective)
6. Effective Use of Health Care Products/Services (Elective)
7. Evaluation of Products/Services (Elective)

## **THEME V: Human Sexuality (Optional - Board Approval Required)**

### **A. PUBERTY**

1. Puberty

### **B. REPRODUCTION**

1. Pregnancy and Health
2. Climacteric and Menopause

### **C. DECISION MAKING**

1. Forms of Sexual Expression
2. Contraception
3. Teenage Pregnancy
4. Sexually Transmitted Diseases
5. Referral Agencies and Resources



## D. LEARNING RESOURCES

### 1. Definitions

- 1.1 In terms of provincial policy, learning resources are those print, nonprint and electronic software materials used by teachers or students to facilitate teaching and learning.
- 1.2 **Basic Learning Resources** are those learning resources approved by Alberta Education as the most appropriate for meeting the majority of the goals and objectives of courses, or substantial components of courses outlined in the provincial programs of studies.

AND

Those productivity software programs (e.g., word processors, spread sheets, data bases, integrated programs) approved by Alberta Education that can be used to achieve important objectives across two or more grade levels, subject areas, or programs.

- 1.3 **Recommended Learning Resources** are those learning resources approved by Alberta Education because they complement basic learning resources by making an important contribution to the attainment of one or more of the major goals of courses outlined in the provincial programs of studies.
- 1.4 **Supplementary Learning Resources** are those learning resources approved by Alberta Education because they support courses outlined in the provincial programs of studies by enriching or reinforcing the learning experience.

### 2. Basic Learning Resources

Two textbook series are authorized as BASIC learning resources for the program. They are:

*Discovering Yourself* - Grade 7  
*Being Yourself* - Grade 8  
*Knowing Yourself* - Grade 9  
by Dianne Kieren. Toronto: G.L.C./Silver Burdett, 1986

and

*Lifestyle 1* - Grade 7  
*Lifestyle 2* - Grade 8  
*Lifestyle 3* - Grade 9  
by Judith Campbell. Toronto: Globe/Modern Curriculum Press, 1986.





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**For Reference**

**NOT TO BE TAKEN FROM THIS ROOM**

